Research Methods Report: Cultivating Learning and Safe Environments –

An Empirical Study of Prevalence and Perceptions of Sexual Harassment, Stalking, Dating/Domestic

Abuse and Violence, and Unwanted Sexual Contact

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CLASE – RESEARCH METHODS REPORT

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Introduction

This report outlines the methodological approach to the 2015 Cultivating Learning and Safe Environments (CLASE) Empirical Study of Prevalence and Perceptions (CLASE) of Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact, a web-based survey of students. The CLASE survey was fielded at 13 University of Texas System institutions in fall 2015. Across The University of Texas System, 13 of 14 institutions participated.[1] The survey was part of the CLASE research project funded by The University of Texas Chancellor and Board of Regents in May 2015. (Visit www.utsystem.edu/clase for more information about the CLASE project.)

All enrolled undergraduate and graduate students were invited to participate at participating UT health institutions and at UT Permian Basin. At all other academic institutions, enrolled undergraduate and graduate students were randomly selected to participate in the study.

Students anonymously and voluntarily answered questions using a web-based platform in three broad areas: health and well-being, general perceptions about the institution's response to addressing four areas protected under Title IX legislation (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact), and if they had personal experience with any of these since their enrollment at a UT System institution. Across all institutions, 28,270 students participated. Of those participating students, 26,417 attended academic institutions, while 1,853 attended health institutions. The response rate was 14% for academic institutions and 13% for health institutions. These completed survey participation numbers are unweighted data; all other data presented have been weighted as described later in this document.

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[1] The University of Texas Health Science Center at Tyler does not enroll enough students to participate in survey research in a statistically meaningful and accurate way.

Why was the Health Institution Data Reported in Aggregate?

Of the 28,270 students who participated in the survey, 26,417 were enrolled in academic institutions and 1,853 were enrolled at health institutions. The data for health institutions is reported in aggregate in order to ensure results are scientifically valid.

Language and Terms

The CLASE survey measured four primary types of violence described in Title IX, including sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact. In violence research, there are numerous terms used to describe sexual assault (U.S. Government Accountability Office, 2016). In this report the umbrella term "unwanted sexual contact" is used to represent unwanted sexual touching, attempted rape, and rape.

As part of the Educational Amendments of 1972, each of these types of violence (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact) is a Title IX violation if it limits the ability of a person to receive the full benefit of their educational experience based on gender (Silbaugh, 2015). Title IX is overseen and enforced by The Office of Civil Rights (OCR). OCR considers sexual assault, dating/domestic abuse and violence, sexual harassment, and stalking as forms of gender-based discrimination (Block, 2012). The types of violence measured in the CLASE survey can be described broadly as issues protected under Title IX legislation.

Guiding Principles of the CLASE Project

Inclusive, Collaborative, and Empirically Driven

The development and planning for this project was inclusive and collaborative. issues protected under Title IX legislation, including sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact are sensitive topics for administrators, staff, faculty, students, law enforcement,

parents, and other stakeholders. This research was conducted in a manner that was inclusive and responsive to stakeholders.

The research team collaborated with diverse institution stakeholders to build upon the existing experiences and knowledge of the wide range of professionals who respond to issues protected under Title IX legislation on campus. At the same time, the project was informed by the relevant norms of the research field and our knowledge and expertise as scientists and scholars.

Students and Stakeholders Should Not be Overburdened or Harmed

Outcome data and data collection processes should not harm students or institution stakeholders, nor should they interfere with the primary educational mission of Institutions of Higher Education (IHEs). For students, particular attention was paid to issues of confidentiality, re-traumatization, and intrusion on the therapeutic process for victims who were engaged in recovery. The collection of data and information was conducted in a way to minimize redundant or conflicting reporting requirements.

Culturally Grounded

Implementation processes were flexible and adaptable. The UT System institutions are diverse in many different ways (student body, geographic characteristics, etc.). These differences, combined with available campus resources, affect the degree to which UT System institutions can respond to issues protected under Title IX legislation. An overly rigid or "one-size-fits-all" approach to benchmarking was avoided. Thus, a major goal of this project was to develop a framework that was recognized as useful for the distinct cultures of each UT System institution.

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Research Questions

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Three overarching research questions guided the CLASE survey. These questions consisted of several focused sub-questions exploring more detailed analysis. The research questions are listed below.

1. What is the prevalence and rate of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact of students since their enrollment at a UT System institution?

   Follow-up Queries

   a. What is the prevalence of student-perpetrated sexual harassment victimization?

   b. What is the prevalence of faculty/staff-perpetrated sexual harassment victimization?

   c. What is the prevalence of dating/domestic abuse and violence victimization?

   d. What is the prevalence of unwanted sexual contact victimization?

   e. What are the contextual factors that influence the victim experience?

   f. What is the role of social and institutional support in victim experience?

   g. Which students are most at risk for issues protected under Title IX legislation and when?

   h. How do rates of violence change by type of violence?

   i. How do rates of violence change by demographic factors?

   j. What factors predict reporting behaviors at the institution?

2. What are the student perceptions of institutional responses to these issues?

   Follow-up Queries

   a. How do students rate institutional safety?

   b. What is the knowledge level of institutional policy and procedure related to issues protected under Title IX legislation among students?

   c. How do students perceive the response of the institution to issues protected under Title IX legislation?

   d. What institution-based programs, services, and awareness campaigns are students aware of?

   e. What is the role of alcohol in safety at the institution?

  f. What is the role of peer and bystander behavior and intervention in addressing issues protected under Title IX legislation at the institution?

3. What are the costs of these forms of violence to students?

<u>Follow-up Queries</u>

  a. What are the rates at which student victims take time off from class and work as a result of these forms of violence, and at what rates do they utilize various services?

  b. How much time do student victims lose from class and work as a result of these forms of violence, and to what extent do they consume various services?

  c. What are the costs that student victims incur (travel, tuition, medical, lost productivity, etc.)?

  d. What are the additional costs that institutions incur in addressing these types of violence (expanded Dean of Student services, more Title IX staff, additional dedicated sexual assault investigators on campus police forces, etc.)?

Literature Review and Prevalence Comparisons

A literature review can be found in the Executive Summary of the infographic reports. Additionally, "Appendix A" of the infographic reports presents prevalence finding comparisons between the CLASE project and two other institutions. These institutions (Penn State and University of Iowa) were selected based on three criteria: 1) both used the ARC3 survey measurement tool as the primary tool (methodological modifications are noted about how the tool was implemented), 2) students were queried about their experiences since their enrollment across all three institutions, and 3) all three are public institutions of higher education (IHEs). Methodological differences exist among the studies and readers are cautioned when making direct comparisons among prevalence rates. Main differences include 1) variability in population demographics among the institutions, 2) estimations of prevalence were calculated differently (i.e., the CLASE project uses a Title IX framework, see Appendix B), 3)

dating/domestic abuse and violence was measured differently across studies, and 4) findings for faculty/staff-perpetrated sexual harassment, student-perpetrated sexual harassment, and unwanted sexual contact were presented differently.

Collaboration and Institutional Stakeholder Groups

The CLASE survey was implemented with the support and guidance of the Institutional Stakeholder Group at each of the 13 IHEs. In summer 2015, institution presidents selected a chair for the Stakeholder Group. The chair appointed by the institution president worked with the CLASE team to form a stakeholder group for that institution and, while the individual institutions had discretion in creating their own stakeholder groups, stakeholder group members typically consisted of

- Title IX coordinators and investigators,

- faculty and staff members with content expertise,

- student affairs professionals,

- law enforcement,

- representatives from the Office of Dean of Students,

- representatives from the counseling center,

- student leaders,

- institutional research representatives, and

- other dedicated community members.

Collaboration between the institutional stakeholder group members and the CLASE research team was a crucial component of the research design and philosophy of multidisciplinary partnership and a commitment to diversity and inclusion. The Stakeholder Groups were instrumental in contributing to a research design that was grounded in specific IHE environments, populations, and cultures. The stakeholder group also reviewed drafts of the CLASE survey, providing input on content, questions,

length, and institutional data needs. Stakeholder group members used CLASE research team templates to create recruitment and promotional materials for their respective institution, and also offered incentives for participation. They provided an overview of their unique needs, concerns and strengths, customized materials, an interpretation of findings, and the composition of this report.

Survey Instrument and Survey Development

Overview of CLASE Survey

The CLASE team used several methods to review survey tools. In addition to scholarly and professional sexual assault prevention networks, we used research databases and internet searches to collect and review existing campus climate surveys or web-based surveys that measured prevalence and perceptions, and assessed their fit for our purposes. We reviewed 10 surveys in preparing the CLASE survey (Table 1) (Wood, Sulley, Kammer-Kerwick, Follingstad, & Busch-Armendariz, 2016). The surveys were reviewed and assessed by: content coverage, balance of content, reliability and validity, use of established measurement tools, length, cost, and protection of human subjects.

Table 1
Summary of Surveys by Institution and PI

Institution	Survey Name	PI/Chair	Abbreviation
1.American Association of Universities	Campus Climate Survey on Sexual Assault & Sexual Misconduct	Westat Institution Specific PI	AAU
2. Administrator-Research Campus Climate Collaborative	Survey of Campus Climate Regarding Sexual Misconduct	Institution Specific PI	ARC3
3. University of Kentucky	Campus Attitudes Toward Safety Survey (C.A.T.S.)	Diane Follingstad	C.A.T.S.
4. Higher Education Data Sharing Consortium	Sexual Assault Campus Climate Survey	Charles F. Blaich	HEDS
5. Rutgers University	Campus Climate Survey: iSpeak	Sarah McMahon	iSpeak
6. Johns Hopkins University	Online Survey	White & Sabri	JHU
7. Massachusetts Institute of Technology	Community Attitudes on Sexual Assault	Not Available	MIT

8. Office on Violence Against Women	Promising Practice Examples for a Campus Climate Survey	White House Task Force to Protect Students from Sexual Assault	OVW
9. The University of Chicago	Climate Survey Instrument	Not Available	UC
10. University of Oregon	Sexual Violence and Institution Behavior Campus Survey	Jennifer J. Freyd	UO

Note. From "Climate surveys: An inventory of understanding sexual assault and other crimes of interpersonal violence at institutions of higher education" by L. Wood, C. Sulley, M. Kammer-Kerwick, D. Follingstad, & N. Busch-Armendariz, 2016, *Violence Against Women,* 1-19.

Survey Design

After a thorough and careful review of available climate surveys, the CLASE research team selected the Administrator-Researcher Campus Climate Collaborative (ARC3) survey tool and adapted it for our purposes (Administrator Research Campus Climate Collaborative, 2015). For instance, additional bystander intervention assessment tools were added, and front- and back-end demographics were modeled after the Johns Hopkins "It's On Us" survey, because of its inclusivity and sensitivity to diverse identities included in the wording of its questions. Additionally, the research team selected the Campus Attitudes Towards Safety (CATS) survey as our primary instrument for measuring dating/domestic abuse and violence. The CLASE team developed the economic impact module of questions. The format and flow of survey items were developed after piloting with the best science in violence prevalence survey and measurement techniques. For a full list of measures used in the CLASE survey and their references, please see Appendix A.

The content of the CLASE survey is as follows:

  Module 1 – Front Survey Demographics

  Module 2 – Possible Outcomes
        A. Academic Satisfaction
        B. Academic Disengagement
        C. Mental Health

D. General Safety

Module 3 – Alcohol Use

Module 4 – Perceptions of Campus Climate Regarding Intimate and Interpersonal Violence
 A. Institutional Response
 B. Knowledge of Campus Intimate and Interpersonal Violence Resources
 C. Exposure to Intimate and Interpersonal Violence Information/Education

Module 5 – Sexual Harassment by Faculty/Staff
 A. Sexual Harassment Victimization
 B. Sexual Harassment Victimization Follow-Up Questions

Module 6 – Sexual Harassment by Students
 A. Sexual Harassment Victimization
 B. Sexual Harassment Victimization Follow-Up Questions

Module 7 – Stalking Victimization
 A. Stalking Victimization Prevalence
 B. Stalking Victimization Follow-Up Questions

Module 8 – Stalking Perpetration
 A. Stalking Perpetration Prevalence
 B. Stalking Perpetration Follow-Up Questions

Module 9 – Dating/Domestic Abuse and Violence Victimization
 A. Cyber Abuse
 A.2. Cyber Abuse Follow-Up Questions
 B. Psychological Abuse
 B.2. Psychological Abuse Follow-Up Questions
 C. Physical Violence
 C.2. Physical Violence Follow-Up Questions

Module 10 – Dating/Domestic Abuse and Violence Perpetration
 A. Dating Violence Perpetration – Psychological Abuse
 B. Dating Violence Perpetration – Physical Violence

Module 11 – Sexual Violence Victimization
 A. Sexual Victimization Prevalence
 B. Sexual Victimization Follow-Up Questions

Module 12 – Sexual Violence Perpetration
 A. Sexual Violence Prevalence
 B. Sexual Violence Follow-up Questions

Module 13 – Institutional Responses
        A. Responses to Victims
        B. Reporting Experiences

Module 14 – Economic and Personal Impact
        A. Types of Impact
        B. Size of Impact? Days
        C. Size of Impact? Dollars
        D. Size of Impact? Medical Care
        E. Size of Impact? Institutional Services
        F. Size of Impact? School
        G. Size of Impact? Unquantifiable

Module 15 – Peer Responses
        A. Anticipated Response from Peers
        B. General Response

Module 16 – Consent
        A. Consent Education Survey

Module 17 – Bystander Intervention
        A. Bystander Behavior
        B. Bystander Attitude Scale

Module 18 – Campus Safety
        A. Sense of Safety
        B. Perception of Sexual Misconduct as Part of Campus Life

Module 19 – End Survey Demographics

Module 20 – Participant Reaction and Comments

      Victimization questions. The victimization questions and subscale

information found in Modules 5, 6, 7, 9, and 10 are listed below.

Faculty/Staff-Perpetrated Sexual Harassment
(16 total questions in four subscales)

1. Sexist Hostility/Sexist Gender Harassment
Unwanted and unwelcomed words, actions, symbols, gestures, and behaviors that are
based on sex or gender and characteristically repetitive.
    1.1 Treated you "differently" because of your sex.
    1.2 Displayed, used, or distributed sexist or suggestive materials.
    1.3 Made offensive sexist remarks.
    1.4 Put you down or was condescending to you because of your sex.

2.   Sexual Hostility/Crude Gender Harassment
Unwanted and unwelcomed words, gestures, and body language of a sexual nature and characteristically repetitive.

    2.5   Repeatedly told sexual stories or jokes that were offensive to you
    2.6   Made unwelcomed attempts to draw you into a discussion of sexual matters.
    2.7   Made offensive remarks about your appearance, body, or sexual activities.
    2.8   Made gestures or used body language of a sexual nature which embarrassed or offended you.?

3.   Unwanted Sexual Attention
Persistent unwanted, unwelcomed, or violating behaviors and gestures of a sexual nature that caused discomfort.

    3.9   Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it.
    3.10 Continued to ask you for dates, drinks, dinner, etc., even though you said "No". Touched you in a way that made you feel uncomfortable.
    3.103.4 Made unwanted attempts to stroke, fondle, or kiss you.

4.   Sexual Coercion
Sexually compelled involuntary actions by an individual without regard for their desire or volition by use of force, threat, or authority.

    4.1 Made you feel like you were being bribed with a reward to engage in sexual behavior.
    4.2 Made you feel threatened with some sort of retaliation for not being sexually cooperative.
    4.3 Treated you badly for refusing to have sex.
    4.4 Implied better treatment if you were sexually cooperative.

Student-Perpetrated Sexual Harassment
(12 total questions, without subscale break-down)

1.   Sexist Hostility/Sexist Gender Harassment
Unwanted and unwelcomed words, actions, symbols, gestures, and behaviors that are based on sex or gender, of a sexual nature, acted on in-person or transmitted via electronic means, and characteristically repetitive.

    1.1 Treated you "differently" because of your sex.
    1.2 Displayed, used, or distributed sexist or suggestive materials.
    1.3 Made offensive sexist remarks.
    1.4 Put you down or was condescending to you because of your sex.
    1.5 Repeatedly told sexual stories or jokes that were offensive to you.
    1.6 Made unwelcomed attempts to draw you into a discussion of sexual matters.
    1.7 Made offensive remarks about your appearance, body, or sexual activities.
    1.8 Made gestures or used body language of a sexual nature, which embarrassed or offended you.
    1.9 Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it.
    1.10 Sent or posted unwelcome sexual comments, jokes, or pictures by text, email, Facebook, or other electronic means.

1.11 Spread unwelcomed sexual rumors about you by text, email, Facebook, or other electronic means.

1.12 Called you gay or lesbian in a negative way by text, email, Facebook, or other electronic means.

Stalking
(8 total questions in one scale)
Persistent threatening or harassing tactics that elicit fear or concern for one's safety.

1.1 Watched or followed you from a distance, or spied on you with a listening device, camera, or global positioning system (GPS).

1.2 Left strange or potentially threatening items for you to find.

1.3 Sneaked into your home or car and did things to scare you by letting you know they had been there.

1.4 Made unwanted phone calls to you (including hang up calls).

1.5 Sent you unwanted emails, instant messages, or sent messages through social media apps.

1.6 Left you cards, letters, flowers, or presents when they knew you didn't want them to.

1.7 Made rude or mean comments to you online.

1.8 Spread rumors about you online, whether they were true or not.

Dating/Domestic Abuse and Violence for Current or Former Romantic Relationships
(18 total questions in three subscales)

1. Cyber Abuse
Characteristically repetitive abuse transmitted via electronic means, including but not limited to threatening messages and taking photos and videos of the person and sending to friends without permission.

1.1 They posted embarrassing photos or other images of you online.

1.2 They sent threatening text messages to you.

1.3 They wrote nasty things about you on their profile page/timeline (on Facebook, Instagram, etc.).

1.4 They sent you so many messages (texts, emails, chats, etc.) that it made you feel unsafe.

1.5 They sent you text messages, email, chats, etc., to have sex or engage in sexual acts with them when they knew you did not want to.

1.6 They spread rumors about you using a cell phone, email, web chat, or social networking site (Facebook, Instagram, etc.).

1.7 They used information from your social networking site to harass you or put you down.

2. Psychological Abuse
Characteristically repetitive and deliberate subjected and exposed abuse, including but not limited to controlling, threatening, insulting, and manipulative behaviors that may result in psychological trauma.

2.1 Checked up on you by following you, invading your privacy by reading private

messages, or listening in on calls, all done *not* in a joking or playful manner, multiple times.

2.2 Threatened or intimidated you by destroying something or threatening to harm you or others that were done *not* in a joking or playful manner.

3. Physical Violence

Deliberate use of physical force using body parts or weapons with the potential for causing harm.

3.1 Shoved, shook, pinched or scratched you, or pulled your hair.

3.2 Slapped you.

3.3 Threw something at you that could hurt you.

3.4 Bent your fingers or twisted your arm.

3.5 Hit, punched, kicked, or bit you.

3.6 Dragged you by your hair, threw you down stairs or out of a car, or threw you around.

3.7 Beat you up.

3.8 Burned, choked, or tried to strangle or suffocate you.

3.9 Used or threatened to use a weapon against you.

Unwanted Sexual Contact

(7 total questions, with 5 tactics, in three subscales)

1. Unwanted Sexual Touching

Unwanted and unwelcomed concerted attempts to engage in touching of a sexual nature, including but not limited to kissing, fondling, and rubbing.

1.1 Someone kissed you without your consent (but did not attempt sexual penetration by: [*tactics below*]

1.2 Someone fondled or rubbed up against the private areas of your body (lips, breast/chest, crotch, or buttocks) without your consent by: [*tactics below*]

1.3 Someone removed some of your clothes without your consent (but did not attempt sexual penetration) by: [*tactics below*]

2. Rape

Nonconsensual sexual activity involving penetration, typically defined as rape, sexual assault, and/or sexual misconduct in federal, state, and local statutes.

2.1 Someone had oral sex with you or made you perform oral sex on them without your consent by: [*tactics below*]

2.2 Someone put their penis, fingers, or other objects into your vagina without your consent by: [*tactics below*]

2.3 Someone put their penis, fingers, or other objects into your butt without your consent by: [*tactics below*]

3. Attempted Rape

Nonconsensual attempted sexual activity involving penetration, typically defined as sexual assault, assault with intent to rape, and/or sexual misconduct in federal, state, and local statutes.

3.1 Even though it didn't happen, someone *tried* to have oral, anal, or vaginal sex with you without your consent by: [*tactics below*]

The questions in each subscale of Unwanted Sexual Contact were answered in regards to the tactic(s) used by the perpetrator during the incident.

Tactics are the words, actions, and behaviors used to dishonestly and unlawfully compel or force sex from a non-consenting individual.

1.1.1   Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.

1.1.2   Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force after you said you didn't want to.

1.1.3   Taking advantage of you when you were too drunk or out of it to stop what was happening.

1.1.4   Threatening to physically harm you or someone close to you.

1.1.5   Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.

Behaviorally-specific questions. Advances in social science have improved the ability to measure victimization over the last decade. Behaviorally-specific questions on surveys more accurately capture participants' experiences. For example, in the CLASE survey, unwanted sexual contact included unwanted touching, attempted rape, and rape. Students were asked to consider the definition of rape as "since enrollment someone put their penis, fingers, or other objects into my vagina [or butt] without my consent." Attempted rape was defined as "even though it didn't happen, someone TRIED to have oral, anal, or [vaginal] sex with me without my consent."

Institution resources in survey. The survey included named references to specific institution resources in Modules 4, 13, and 14. Table 2 documents which institutions had references to their local programs for the resource categories listed. For example, all institutions had named references to their counseling and health services, campus security/police department, their offices of Title IX compliance, offices of employment equity, and their off-campus rape crisis centers.

Table 2
Campus-Specific Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13
Counseling services	X	X	X	X	X	X	X	X	X	X	X	X	X
Health services	X	X	X	X	X	X		X	X	X	X	X	X
Campus security/police department	X	X	X	X	X	X	X	X	X	X	X	X	X
Office for violence prevention and victim assistance	X	X	X		X			X		X			X
Office of student conduct	X	X	X	X	X	X	X	X	X		X	X	X
Title IX compliance	X	X	X	X	X	X	X	X	X	X	X	X	X
Student legal services		X	X		X								
Office of employment equity	X	X	X	X	X	X	X	X	X	X	X	X	X

Table 2
Campus-Specific Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13
Residence life department	X	X	X	X	X	X	X	X	X		X	X	X
Referral to off-campus rape crisis center	X	X	X	X	X	X	X	X	X	X	X	X	X
Bystander intervention program	X	X	X	X	X	X	X	X		X			
Other specific items relevant to institution			X	X	X				X		X		X
Emergency financial support		X											
Sexual harassment event	X	X	X	X	X	X	X	X		X			
Harassment group	X	X	X	X	X	X	X	X		X			

1–Arlington, 2—Austin, 3–Dallas, 4–El Paso, 5–Rio Grande Valley, 6–San Antonio, 7—Permian Basin, 8–Tyler, 9– Health Science Center Houston, 10–Health Science Center San Antonio, 11—MD Anderson Cancer Center, 12 – Medical Branch Galveston,13–Southwestern Medical Center

Survey Platform

The survey instrument was self-administered via Qualtrics, a Category I qualified, cloud-based web survey platform available at The University of Texas at Austin (UT Austin). Respondents were able to complete the survey from either a personal computer or a mobile device. Qualtrics is the preferred tool for UT campus surveys because it meets stringent information security requirements. Qualtrics also has important quality control features, such as preventing multiple submissions from a single survey participant.

Voluntary Nature of the Survey

Participation in the CLASE survey was voluntary and anonymous (see Appendix B for Student Recruitment e-mail). Participants could skip questions or discontinue the survey at any time. Participants could stop and restart at any time during the survey administration period. No personal identifying information was collected and no report on CLASE survey data contained personal identifying information. Computerized data was kept in locked storage or on a secure UT server during and after the study.

Pretesting Process

The survey was pretested first by the CLASE research team followed by institution stakeholder groups, select student representatives, and other content experts. Initial feedback was taken and the survey design, flow, and instructions were modified to increase usability and understanding. A second phase of pretesting occurred with content experts on campus, the CLASE research team, and IDVSA staff.

Human Subjects Protection

The Institutional Review Board (IRB) at UT Austin reviewed and approved this project (IRB approval No. 2015-09-0110) and served as the IRB of record. The research team initiated the IRB approval with the submission of the principal research proposal. This proposal contained the overall research protocol, followed by amendments to the principal survey instrument that included variation by institution. The research team provided IRB submission information to all institutions; in addition, a few institutions independently reviewed and approved the study. Each institution tailored the instrument to their specificities and population (e.g., each institution was able to define their own list of programs of study). Table 2 describes the primary source of customization information. Researchers launched the survey upon the respective IRB amendment approval.

Informed Consent

The consent included online written information about the nature of the study, resources for survey-takers, incentives, risks, and benefits. The first page of the survey contained the consent form, which allowed participants to click "yes" in order to participate in the survey. Participation was voluntary and confidential. Participants could skip any question, stop, or restart at any time. See the consent form in Appendix C.

Resources for Students

Self-administered surveys are often one of the safest instruments for a victim/survivor of intimate and interpersonal violence to disclose an experience. To mitigate emotional risks, the survey presented national, community, and institutional resources and accessibility instructions. Resources included the phone numbers to the National Sexual Assault Hotline, the National Domestic Violence Hotline, and on-campus services and resources available in the community. Information provided was specific to each institution and available to students on each screen of the survey.

Privacy

The sampling and analysis of data followed strict procedures to protect subject's privacy and confidentiality. Each IHE registrar provided lists of official student email addresses. Researchers used Qualtrics to deploy and to store the sampling frame received from the registrar. The survey response data was stored in a separate database within Qualtrics without any link between the sampling frames and the survey data. Each participant received a unique URL that was destroyed upon survey completion. The institutional registrar did not provide any other identifying information, nor was identifying information collected. Email addresses were not linked to individual survey responses.

All data has been kept on a secure server. The survey was structured to protect participants' confidentiality and privacy. This included a process to de-identify any data mistakenly provided by

participants. Survey responses were kept in a separate Qualtrics file without a link between the sampling frames and the survey responses.

Sampling Procedure

The study population sample consisted of students currently matriculated and 18 years of age. Two sampling procedures were utilized. At larger academic institutions a random representative sampling frame was used across all students at that particular institution, sized to ensure adequate power to accurately assess the prevalence of issues protected under Title IX legislation at each institution and to accommodate three survey versions. At health and smaller academic institutions, a census approach was used to ensure participant safety and a representative number of participants. Table 3 reports the population sizes, the sampling strategy, and the number of students invited to participate in the survey for all institutions. The CLASE team used data from campus registrars to send the survey to students selected by the sampling procedure. Only students selected received the survey invitation.

Table 3
Sampling Frame by UT System Institution

Institution	Population	Sample or Census	Invited
Arlington	44119	Sample	38100
Austin	52394	Sample	45000
Dallas	24532	Sample	21300
El Paso	23105	Sample	20100
Permian Basin	4690	Census	4690
Rio Grande Valley	28584	Sample	24600
San Antonio	28538	Sample	24600
Tyler	8806	Sample	8400
Health Science Center at Houston	5023	Census	5023
Health Science Center at San Antonio	3158	Census	3158
MD Anderson Cancer Center	305	Census	305
Medical Branch at Galveston	3158	Census	3158
Southwestern Medical Center	1559	Census	1559

Data Collection

Recruitment and Promotion

The research team encouraged institution stakeholder groups to promote student participation at each institution and provided sample recruitment and promotional emails, fliers, and social media strategies for modification and use by each institution to increase awareness of the study. Typically, institutions sent a promotional letter to all students, faculty, and staff announcing the survey and expressing institutional support (even though at several institutions not all students actually received the survey because of the sampling technique employed by the research team). Several institutions used social media to promote the survey via Facebook and Twitter. The survey announcement, including a hyperlink, was sent by email to the preselected group of students at each institution.

Incentives

IHEs selected and funded participant incentives. Incentives varied across the IHEs and included random drawings for parking passes, gift cards, athletic tickets, and cash prices. Participants were eligible for the drawing by clicking on a new survey link at the end of the survey that separated and protected anonymity from the CLASE survey. On the incentive survey link, participants entered contact information to be eligible for the drawing at their institution. Incentive-drawing winners were selected by the institution stakeholder groups.

Survey Fielding

The nominal fieldwork schedule was during November and December, 2015; however, the fieldwork schedule was modified to meet the needs of individual institutions. The fieldwork for seven

institutions occurred during November and early December, as detailed in Table 4. The Health Science

Center at Houston and MD Anderson Cancer Center had fieldwork during the first quarter of 2016.

Table 4
CLASE Survey Dates by UT System Institution

Institution	Launch Date	Close Date
Arlington	11/4/2015	12/8/2015
Austin	11/4/2015	12/8/2015
Dallas	11/4/2015	12/8/2015
El Paso	11/4/2015	12/8/2015
Permian Basin	11/18/2015	12/14/2015
Rio Grande Valley	11/18/2015	12/14/2015
San Antonio	11/4/2015	12/8/2015
Tyler	11/4/2015	12/8/2015
Health Science Center at Houston	1/29/2016	3/11/2016
Health Science Center at San Antonio	11/4/2015	12/8/2015
MD Anderson Cancer Center	1/29/2016	3/11/2016
Medical Branch Galveston	12/1/2015	12/31/2015
Southwestern Medical Center	11/18/2015	12/14/2015

Across all institutions, the survey achieved a 26% response rate (invited participants who started the survey) and 14% completion rate (invited participants who completed the survey and were retained in the final sample used for analysis).

Reminders. Selected students received an initial survey invitation and at least two reminder emails

requesting a response. Most institutions received four reminders in addition to the original announcement.

Reminder emails were sent to students who had not completed the survey at the time of the reminder,

including both students who had not started the survey and those who had started but only partially

completed the survey. The reminder schedule is reported in Table 5.

Table 5
CLASE Survey Reminder Schedule

Institution	Reminder #1	Reminder #2	Reminder #3	Reminder #4
Arlington	11/7/15	11/22/15	11/15/15	11/29/15
Austin	11/7/15	11/22/15	11/15/15	11/29/15
Dallas	11/7/15	11/22/15	11/15/15	11/29/15
El Paso	11/7/15	11/22/15	11/15/15	11/29/15

Table 5
CLASE Survey Reminder Schedule

Permian Basin	11/22/15	11/25/15	11/29/15	12/6/15
Rio Grande Valley	11/22/15	11/25/15	11/29/15	12/6/15
San Antonio	11/7/15	11/22/15	11/15/15	11/29/15
Tyler	11/7/15	11/22/15	11/15/15	11/29/15
Health Science Center at Houston	2/3/16	2/15/16	2/29/16	NA
Health Science Center at San Antonio	11/7/15	11/22/15	11/15/15	11/29/15
MD Anderson Cancer Center	2/3/16	2/15/16	2/29/16	NA
Medical Branch Galveston	12/6/15	12/11/15	NA	NA
Southwestern Medical Center	11/22/15	11/25/15	11/29/15	12/6/15

Survey versions. Participants from academic institutions were randomly assigned to one of three paths—A, B, and C—through the survey in order to better manage the number of questions that they might receive. Path A focused on campus climate and victimization lines of questioning. Path B replaced some climate questions with economic impact questions. Path C focused on a mix of victimization and perpetration questions. The questions associated with each path are shown in Table 6 below, but follow the victimization order. Note: To save space, perpetration questions are not shown in the table. Stakeholder groups at health institutions decided that participants from those institutions would receive all questions. Students from health institutions took the survey with the longest question pathway if they endorsed all forms of victimization. Appendix D provides complete survey versions and pathways.

Table 6
CLASE Survey Modules by Path/Version

Modules	A	B	C
1 - Intro & Demos	X	X	X
2 - Possible Outcomes	X	X	X
3 - Alcohol Use	X	X	X
4 - Perceptions of Campus Climate	X		X
5 - Sexual Harassment by Faculty/Staff	X	X	
5 - Sexual Harassment by Faculty/Staff Follow Up	X	X	
6 - Sexual Harassment by Students	X	X	
6 - Sexual Harassment by Students Follow Up	X	X	
7 - Stalking Victimization	X	X	
7 - Stalking Victimization Follow Up	X	X	

Table 6
CLASE Survey Modules by Path/Version

Modules	A	B	C
9 – Cyber Victimization	X	X	X
9 - Cyber Victimization Follow-up	X	X	X
9 - Psych Dating Violence Victimization	X	X	X
9 - Psych Dating Violence Victimization Follow Up	X	X	X
9 - Physical Dating Violence	X	X	X
9 - Physical Dating Violence Follow-Up	X	X	X
11 - Sexual Violence Victimization	X	X	
11 - Sexual Violence Victimization Follow Up	X	X	
13 - Institutional Responses Among Victims	X	X	X
14 - Economic and Personal Impact Among Victims		X	
13 - Institutional Responses – Among Non-Victims	X	X	X
14 - Economic and Personal Impact – Among Non-Victims		X	
15 - Peer Responses	X		X
16 - Consent	X		X
17 - Bystander Intervention	X		X
18 - Campus Safety	X	X	X
19 - Demographics	X	X	X
20 - Additional Information	X	X	X

Data Analysis

Reliability and Validity

Reliability and validity checks were performed on the measures used in CLASE study and confirmed for the application to the populations of UT System academic institutions. Matching the available literature, reliability was assessed using Cronbach's alpha with all scales achieving results similar to what has been previously reported with values above 0.75; with most above 0.9. The measures have been used with diverse groups in diverse settings for many years. Validity was assessed three ways: face and content validity, predictive validity, and discriminant validity. Face and content validity are inherent properties of the scales used in the CLASE project as the forms of validity were among the criteria used in the survey design and victimization scale selection process. Background information on the history and usage of these scales is provided in the "Survey Design" section of this report and in Appendix A. The predictive validity was assessed by the significant correlation between the victimization

scales and several health and perceptual outcomes measured in the survey, including for example scales for depression, PTSD, academic disengagement, and impressions of an institution's response to sexual misconduct. These same measures were used to assess discriminant validity by testing whether or not victims (compared to non-victims) had significantly higher levels of depression, PTSD, and academic disengagement as well as significantly less positive impressions of an institution's response to sexual misconduct. As expected, the analyses confirmed the validity of the victimization scales in their application with each UT System academic institution.

Data Cleaning

The survey data were assessed for quality and consistency in a multiple-step process with multiple reviewers. Individual surveys were inspected to determine a reasonable threshold for the minimum acceptable time to complete the survey. The inspection process involved looking at the number of questions missed by respondents, the degree to which responses to open-ended questions seemed relevant, and whether participants had at least completed all the relevant victimization sections. (Note that participants could skip any question, and that the data review looked at whether participants had answered questions deeper in the survey than the relevant victimization questions.) This inspection process allowed the research team to establish a 10-minute duration as the minimum amount of time acceptable for a survey to be retained in the final sample used for analysis. In addition to the minimum duration, the research team evaluated the responses to all open-ended questions, flagging only those responses that showed a clear indication of survey abuse or participant navigation error.

Stakeholder groups at the Health Science Center at Houston and MD Anderson Cancer Center decided that for purposes of analysis and reporting, their data should be combined, based on the sharing of resources and students across these two institutions.

Assessment of Item Nonresponse and Missing Data

The survey methodology employed was purposely chosen to minimize the potential for nonresponse; however, respondents were allowed to skip any questions for which they did not wish to provide answers. The scales used to measure victimization (see establishing prevalence) treat nonresponse about a behavior as not having experienced that behavior. A review of nonresponse patterns performed as part of the data cleaning process revealed no unexpected patterns of nonresponse to survey items.

Weighting Approach

The data were weighted to the population distributions using the population files provided by the institutions. Data were weighted based on gender at birth, ethnicity, and year/status in school. Ethnicity was characterized as one of White or Caucasian-Non Hispanic, Hispanic or Latino/a, Black or African American, Asian, or Other Ethnicity. Year/Status in school was characterized as one of Freshman, Sophomore, Junior, Senior, or Graduate/Professional student.

Statistical Analysis

The survey data were analyzed descriptively using cross tabulations via the Custom Tables procedure in SPSS Version 23 and summary statistics as appropriate for the scale of the variable. Most analyses utilized counts and percentages. Prevalence rates where expressed as percentages. Margins of error (at 95% confidence) were used to assess whether or not prevalence rates as a percentage of students could be differentiated from zero.

Survey Duration

It is important to note that participants were able to complete the survey over multiple sessions, which when coupled to the reminder schedule and the interval for fieldwork led to a skewed distribution for survey length. As part of the analysis on survey duration, the research team set a 90-minute upper boundary on a single session survey completion duration after an analysis of surveys clearly completed in

the same day. The median duration of surveys retained in the final analysis that fit within this 90-minute single session window was 33 minutes. The duration of the survey was similar for all versions except for B, which had a median of 25.5 minutes. The duration of the survey for victims and non-victims was similar, with the additional questions among victims increasing their median duration by approximately 3 minutes.

Establishing Prevalence

The CLASE survey used a series of measurement tools with high reliability and validity to measure prevalence of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact. The CLASE research team selected measurement tools with established use in assessing prevalence of violence among college students. Prevalence was calculated for victimization measures when single or multiple incidents of behavior(s) were endorsed. Title IX's "hostile environment" threshold was often met with a single incident. In some cases, multiple incidents of behaviors were needed to create a totality of circumstances to reach the hostile environment claim. In other cases, a behavior could result in a violation if it occurred more than once. A structured four-step strategy was used to estimate the prevalence and rates.

Step 1 involved engaging criminal justice experts to define which victimization survey questions met any Title IX and/or Texas Penal Code violation. Three experienced lawyers and two veteran law enforcement investigators were engaged to assist in a structured process to determine criteria definitions. Each professional separately reviewed the questions asked on the CLASE survey and provided feedback about the circumstances in which the item asked was either (a) a Title IX violation or (b) met Texas criminal code violation.

Step 2 included reviewing and excluding any victimization survey questions that did not meet the legal, criminal, and policy criteria outlined in Step 1.

Step 3 included further selecting victimization survey questions that only met Title IX violations because the scope of the study is the college campus context (Title IX-related) and not criminal context (Texas Penal Code-related).

Step 4 involved examining each victimization question by frequency. Victimization questions were asked by the number of times each victimization experience happened (0, 1, 2-5, 6+ times or 0, 1, 2, 3+ times). For some victimization questions, a single incident was sufficient threshold to be included in the prevalence calculations (e.g. "Implied better treatment if you were sexually cooperative"). In other cases, multiple occurrences were required for the victimization question to be included in the prevalence calculation (e.g. "They sent threatening text messages to you"). These decisions were based on the review in Step 1. The prevalence criteria are documented in Appendix E.

Base Variation

The number of responses to questions varies for a number of reasons.

1. Participants were allowed to skip a question they viewed as asking about sensitive information they did not wish to share.

2. Participants were randomly assigned to different sections of the survey to shorten the survey length and avoid fatigue.

3. Some questions were asked of participants based on relevance (e.g. only those students with a former or current dating partner or spouse were asked questions about dating/domestic abuse and violence).

Appendix F provides the base sizes for all sections of the survey.

Margins of Error

Within the CLASE reports, an upper bound for the margin of error is presented on each page for ease of reading. More specifically, the margin of error presented is the most 'conservative' or widest

margin of error from among all of the statistics on that page (with a footnote on the page). This strategy was adopted to simplify the presentation of data while retaining the variability inherent in these statistics. To clarify this within reports, each footnote presenting the margin of error for the page indicates that the margin of error presented is '*less than our equal to the value.*' Additionally, Appendix F presents the standard error and base size for each individual statistic reported in the infographics.

Absolute Zero and Very Low Victimization

Zeros have been removed in the report if the margin of error included zeros. Footnotes within the reports clarify when there were too few victimizations to make the determination. Zeros were retained when there was an absolute absence to the response to the query.

Study limitations

There are several limitations to consider. Surveys were voluntary and thus all have the potential for response bias. It is also difficult to report confidence intervals for every question. Response bias was mitigated in several ways. In line with Groves (2006), the survey was not promoted as a victimization survey[1], it was widely distributed, incentives were given, anonymity and confidentiality were ensured, email invitations were sent to students' preferred email addresses, it was web-administered, it was available over a long time period, and data-weighting techniques were used for gender, ethnicity, and year/status in school.

Snapshot vs. Cumulative View

Survey research has other limitations. A survey is a snapshot that provides a relatively simplified picture of the issue under study. In the CLASE study, the findings may miss two important aspects about students' lives. First, the findings do not necessarily fully account for the context or impact of these issues in a student's life. Second, a single survey is not able to fully assess how these issues evolve over time, so

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[1] Potential participants were informed that the purpose of the survey was to study health, well-being, prevalence and perceptions of violence.

a lifetime measure might be considered more accurate. For example, a freshman enrolled at a UT System institution who did not report being victimized during her or his first year may experience a victimization by graduation. These issues are being mitigated. First, during the CLASE study, all UT institutions will repeat the web-based survey to more fully understand the cumulative nature of these issues on students' lives. Second, over the CLASE project, institutions are iteratively involved with in-depth qualitative data collection efforts that will fill in the gaps that may be left unexplored by survey methodology.

External Review

An external review was used to evaluate the project's integrity and its scientific rigor. The reviewers were provided draft reports with findings, a detailed methodological report, the data set, copies of the survey, and scoring procedures. The reviewers were asked to answer: a) whether the study met scientific standards, b) whether the findings were consistent with the methods, and c) whether the study answered critical questions for institutions of higher education. The external reviewers concluded that the CLASE study employed accepted practices for this type of study, met high scientific standards of methodological rigor, and that the analysis was consistent with the findings presented in the reports. See the External Review Report for additional information.

Current Actions and Next Steps

The Institutional Stakeholder Group at each institution collaborated with the CLASE team to provide a comprehensive list of current response, prevention, and resources available to their students, staff, and faculty. Additionally, institutions provided a list of next steps that build on their existing programs and initiatives. These next steps are informed by the CLASE findings presented in the infographic reports, and are designed to futher address the issues of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact and their impact on students' lives.

Why Prevalence May Increase

Prevalence across categories may rise in the future. Although counterintuitive, the upsurge should be considered a signal that the institutional strategies (described in Part 4 of the CLASE Aggregate and individual institution reports) are having a positive effect, not that incidents are increasing. Better scientific methods for measuring student experiences, the willingness for students to identify their victimization experiences, and students' increased trust in their institutional reporting systems are also likely explanations for expected increase prevalence rates. As the issues protected under Title IX legislation are prioritized, the barriers toward students' success are removed and students' educational success is more obtainable.

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Appendix A
Survey Scale References

This table provides a complete list of scales used in the CLASE survey and their references. The orange rows denote scales used in the ARC3 survey.

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 1	Front Survey Demographics	Section 1 - Demographics	General demographics (race, gender, level of education, sexual orientation)	N/A - Not from ARC3	Johns Hopkins University. (2014). It's on us Hopkins: Sexual violence climate survey. Retrieved from: http://sexualassault.jhu.edu/_template_assets/documents/Its%20On%20Us%20Sexual%20Violence%20Climate%20Survey.pdf
Module 2 – Possible Outcomes	Academic Satisfaction	Scale of Academic Satisfaction	Satisfaction with your UT experience – "Academic Satisfaction"	Module 1A Possible Outcomes – Academic Satisfaction	Lent, R. W., Singley, D., Sheu, H., Gainor, K., Brenner, B. R., Treistman, D., & Ades, L. (2005). Social cognitive predictors of domain and life satisfaction: Exploring the theoretical precursors of subjective well-being. *Journal of Counseling Psychology*, 52, pp. 429-442.
Module 2 – Possible Outcomes	Academic Disengagement	Academic Disengagement	Participation in activities that distracted or prevented you from attending class	Module 1B Possible Outcomes – Academic Disengagement	Hanisch, K. A., & Hulin, C. L. (1990). Job attitudes and organizational withdrawal: An examination of retirement and other voluntary withdrawal behaviors. *Journal of Vocational Behavior, 37*, pp. 60-78.
Module 2 – Possible Outcomes	Mental Health	Center for Epidemiological Studies Depression Scale	Depression	N/A - Not from ARC3	Eaton, W. W., Muntaner, C., Smith, C., Tien, A., Ybarra, M. (2004). Center for Epidemiologic Studies depression scale: Review and revision (CESD and CESD-R). In Maruish M. E. (Ed.), *The use of psychological testing for treatment planning and outcomes assessment 3rd ed.* (pp. 363-377.). Mahwah, NJ: Lawrence Erlbaum.
Module 2 – Possible Outcomes	Mental Health	The Primary Care PTSD Screen	Screens for PTSD	N/A - Not from ARC3	Prins, A., Ouimette, P., Kimerling, R., Cameron, R. P., Hugelshofer, D. S., Shaw-Hegwer, J., Thrailkill, A., Gusman, F.D., Sheikh, J. I. (2003). The primary care PTSD screen (PC-PTSD): Development and operating characteristics (PDF). *Primary Care Psychiatry*, 9, pp. 9-14. doi: 10.1185/135525703125002360 PILOTS ID: 26676
Module 2 – Possible Outcomes	General Safety	California School Climate and Safety Survey	Student perceptions of campus climate and	Module 1E Possible Outcomes – General Well-Being	Furlong, M.J. (1996). Tools for assessing school violence. In S. Miller, J. Brodine, & T. Miller (Eds.), *Safe by design: Planning for peaceful school communities,* (pp. 71-84). Seattle, WA: Committee for Children.

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
			safety on campus		
Module 3 – Alcohol Use	Alcohol Use	National Institute on Alcohol Abuse and Alcoholism Task Force on Recommended Alcohol Questions	Alcohol use while attending school at a UT campus	Module 2 – Alcohol Use	National Institute on Alcohol Abuse and Alcoholism Task Force. (2003). Recommended Sets of Alcohol Consumption Questions. Retrieved May 1, 2013 from http://www.niaaa.nih.gov/research/guidelines-and-resources/recommended-alcohol-questions
Module 4 – Perceptions of Campus Climate Regarding Intimate and Interpersonal Violence	Institutional Response	Rutgers Campus Climate Survey	Perceptions of how UT as an institution would respond to intimate and interpersonal violence	Module 4A Perceptions of Campus Climate – Institutional Response	White House Task Force to Protect Students from Sexual Assault. (2014). Climate surveys: Useful tools to help colleges and universities in their efforts to reduce and prevent sexual assault.
Module 4 – Perceptions of Campus Climate Regarding IIPV	Knowledge of Campus Sexual Assault, Dating/Domestic Abuse and Violence, Sexual Harassment and Stalking Information/Education	Rutgers Campus Climate Survey	Knowledge of sexual misconduct resources	Module 4B Perceptions of Campus Climate – Knowledge of Campus Sexual Misconduct Resources	Rutgers University. (2014). #iSPEAK: Rutgers campus climate survey. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx
Module 4 – Perceptions of Campus Climate Regarding IIPV	Exposure to Sexual Assault, Dating/Domestic Abuse and Violence, Sexual Harassment, and Stalking	Rutgers Campus Climate Survey	Students rate what kind of sexual misconduct they have been exposed to	Module 4C Perceptions of Campus Climate – Exposure to Sexual Misconduct Information/Education	Rutgers University. (2014). #iSPEAK: Rutgers campus climate survey. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
	Information /Education				
Module 5 – Sexual Harassment by Faculty/ Staff	Sexual Harassment Victimization	Department of Defense Sexual Experience Questionnaire	Self-report on any victimization experiences via UT faculty/staff	Module 5A Sexual Harassment – Sexual Harassment Victimization	Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), pp. 425-445.
Module 5 – Sexual Harassment by Faculty/ Staff	Sexual Harassment Victimization Follow-up Questions	Department of Defense Sexual Experience Questionnaire	Follow-up to positive responses of previous questions	Module 5B Sexual Harassment – Sexual Harassment Victimization Follow-up Questions	Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), pp. 425-445.
Module 6 – Sexual Harassment by Students	Sexual Harassment Victimization	Sexual Experiences Questionnaire	Self-report of experiences with sexual harassment by students	Module 6A Sexual Harassment – Sexual Harassment Victimization	Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), pp. 425-445.
Module 6 – Sexual Harassment by Students	Sexual Harassment Victimization Follow-up Questions	Sexual Experiences Questionnaire	Follow-up questions to students who answer positively to previous ?s	Module 6B Sexual Harassment – Sexual Harassment Victimization Follow-up Questions	Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4), pp. 425-445.
Module 7 – Stalking Victimization	Stalking Victimization Prevalence	The National Intimate Partner and Sexual Violence Survey	Assesses experiences of IPV, sexual violence, and stalking victimization	Module 7A Stalking Victimization – Stalking Victimization Prevalence	Centers for Disease Control and Prevention (2011). National intimate partner and sexual violence survey (NISVS): 2011 victimization questions. Retrieved from https://stacks.cdc.gov/view/cdc/24726

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 7 – Stalking Victimization	Stalking Victimization Follow-up Questions	The National Intimate Partner and Sexual Violence Survey	Follow-up questions to positive responses	Module 7B Stalking Victimization – Stalking Victimization Follow-up Questions	Centers for Disease Control and Prevention (2011). National intimate partner and sexual violence survey (NISVS): 2011 victimization questions. Retrieved from http://stacks.cdc.gov/view/cdc/24726/cdc_24726_DS1.pdf
Module 8 – Stalking Perpetration	Stalking Perpetration Prevalence	Relational Pursuit-Pursuer Short Form	Assesses how often participants reported persistently pursuing someone	Module 8A Stalking Perpetration – Stalking Perpetration Prevalence	(Adapted from) Cupach, W. R., & Spitzberg, B. H. (2004). *The dark side of relational pursuit: From attraction to obsession to stalking* (pp.165-168). Mahwah, NJ: Lawrence Erlbaum Associates.
Module 8 – Stalking Perpetration	Stalking Perpetration Prevalence Follow-up Questions	Relational Pursuit-Pursuer Short Form	Follow-up Questions to positive responses	Module 8B Stalking Perpetration – Stalking Prevalence Follow-up Questions	(Adapted from) Cupach, W. R., & Spitzberg, B. H. (2004). *The dark side of relational pursuit: From attraction to obsession to stalking* (pp.165-168). Mahwah, NJ: Lawrence Erlbaum Associates.
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Cyber Abuse	Cyber Dating Abuse Scale	Assess past cyber dating perpetration and victimization	N/A - Not from ARC3	Zweig, J., Dank, M., Yahner, J., & Lachman, P. (2013). The rate of cyber dating abuse among teens and how it relates to other forms of teen dating violence. *Journal of Youth and Adolescence,* 42(7), pp. 1063–1077. doi:10.1007/s10964-013-9922-8. http://link.springer.com/article/10.1007%2Fs10964-013-9922-8#Sec5
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Cyber Abuse Follow-up Questions	Cyber Dating Abuse Scale	Follow-up questions to positive cyber abuse answers	N/A - Not from ARC3	Zweig, J., Dank, M., Yahner, J., & Lachman, P. (2013). The rate of cyber dating abuse among teens and how it relates to other forms of teen dating violence. *Journal of Youth and Adolescence*, 42(7), pp. 1063–1077. doi:10.1007/s10964-013-9922-8. http://link.springer.com/article/10.1007%2Fs10964-013-9922-8#Sec5
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Psychological Abuse	University of Kentucky Campus Attitudes Toward Safety Survey	Assesses how often psychological abuse occurred in relationships	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus attitudes towards safety (CATS): Technical report 2015. Retrieved from http://www.research.uky.edu/crvaw/CATS.html

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Psychological Abuse Follow-up Questions	CATS	Follow-up questions to positive psychological abuse answers	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus attitudes towards safety (CATS): Technical report 2015. Retrieved from http://www.research.uky.edu/crvaw/CATS.html
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Physical Violence	Partner Victimization Scale	Assesses how often physical violence was experienced by respondents	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus attitudes towards safety (CATS): Technical report 2015. Retrieved from http://www.research.uky.edu/crvaw/CATS.html
Module 9 – Dating/ Domestic Abuse and Violence Victimization	Physical Violence Follow-up Questions	Partner Victimization Scale	Follow-up Questions to positive responses	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus *attitudes towards safety* (CATS): Technical *report* 2015. Retrieved from http://www.research.uky.edu/crvaw/CATS.html
Module 10 – Dating/ Domestic Abuse and Violence Perpetration	Psychological Abuse	CATS	Assesses how often respondents perpetrated psychological abuse	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus attitudes towards safety (CATS): Technical report 2015.Retrieved from http://www.research.uky.edu/crvaw/CATS.html
Module 10 – Dating/ Domestic Abuse and Violence Perpetration	Dating Violence Perpetration – Physical Violence	Partner Victimization Scale	Assesses how often physical violence was perpetrated by respondents in relationships	N/A - Not from ARC3	Adapted for use by Center for Research on Violence Against Women at The University of Kentucky (2016). Campus attitudes towards safety (CATS): Technical report 2015.Retrieved from http://www.research.uky.edu/crvaw/CATS.html
Module 11 – Sexual Violence Victimization	Sexual Victimization Prevalence	Sexual Experiences Survey Short Form Victimization	Assesses victimization and perpetration of unwanted sexual	Module 11A Sexual Violence Victimization – Sexual Violence Prevalence	Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31, pp. 357-370.

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
			experiences		
Module 11 – Sexual Violence Victimization	Sexual Victimization Follow-up Questions	Sexual Experiences Survey Short Form Victimization Follow-up	Follow-up questions dependent on responses to previous section	Module 11B Sexual Violence Victimization – Sexual Victimization Follow-up Questions	Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31, pp. 357-370.
Module 12 – Sexual Violence Perpetration	Sexual Violence Prevalence	Sexual Experiences Survey Short Form Victimization	Assesses victimization and perpetration of unwanted sexual experiences	N/A - Not from ARC3	Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31, pp. 357-370.
Module 12 – Sexual Violence Perpetration	Sexual Violence Prevalence Follow-up Questions	Sexual Experiences Survey Short Form Victimization	Follow up questions to previous responses	N/A - Not from ARC3	Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31, pp. 357-370.
Module 13 – Institutional Responses	Responses to Survivors	Defense Equal Opportunity Management Institute Organizational Climate Survey	Assesses how the institutions responded/would respond to sexual assault incidences	Module 12A Institutional Responses – Responses to Survivors	Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational climate survey. Retrieved from http://deocs.net/docdownloads/sampledeocs_2014jan.pdf
Module 13 – Institutional Responses	Reporting Experiences	Massachusetts Institute of Technology Community Attitudes on Sexual Assault	Respondents tell why or why they didn't report	Module 12B – Institutional Responses – Reporting Experiences	Massachusetts Institute of Technology. (2014). Community attitudes on sexual assault (survey). Retrieved from http://web.mit.edu/surveys/health/

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 14 – Economic and Personal Impact	Types of Impact: Days, Dollars, Medical Care, and Institutional Services	National Violence Against Women Survey	Economic and personal impact (health, emotional, etc.) faced by victims	N/A - Not from ARC3	(Adapted from) Tjaden, P. (1996). Violence and threats of violence against women in America: Female questionnaire (National Violence Against Women Survey). Denver, CO: Center for Policy Research. Retrieved from http://www.unece.org/fileadmin/DAM/stats/gender/vaw/surveys/USA/Questionnaire_annotation.pdf
Module 15 – Peer Responses	Anticipated Responses from Peers	Social Reactions Questionnaire	Estimate of peer response if they disclosed experiencing sexual misconduct	Module 13A Peer Response – Anticipated Response from Peers	Ullman, S.E., Relyea, M., & Sigurvinsdottir, R. (2015). A short measure of social reactions to sexual assault: The SRQ-S. Unpublished manuscript. And Rutgers campus climate survey - Rutgers University. (2014). #iSPEAK: Rutgers campus climate survey. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx
Module 15 – Peer Responses	General Response	Rutgers Campus Climate Survey	Respondents estimate what peer response would be to a reported case	Module 13B Peer Response – General Response	Rutgers University. (2014). #iSPEAK: Rutgers campus climate survey. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx
Module 16 - Consent	Consent Education	Sexual Consent Attitudes Scale	Assesses importance of sexual consent to respondents	Module 15 - Consent	Sexual Consent Attitudes Scale - Humphreys, T.P. & Herold, E. (2007). Sexual consent in heterosexual Relationships: Development of a new measure. *Sex Roles*, 57, pp. 305–315. DOI: 10.1007/s11199-007-9264-7
Module 17 – Bystander Behavior	Bystander Intervention	Bystander Behaviors Scale	Measures how often respondents "stand by"	Module 16 – Bystander Intervention	McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health*, 62(1), pp. 58-66.
Module 17 – Bystander Behavior	Bystander Attitude Scale	Bystander Attitudes Scale	Measures how likely respondents are to "stand by" in the future	N/A - Not from ARC3	McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health*, 62(1), pp. 58-66.

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 17 – Bystander Behavior	Decisional Balance	Decisional Balance Scale	Respondents weigh pros and cons of intervening	N/A - Not from ARC3	Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). *Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention* (Rep. No. 208101). NCJRS.
Module 17 – Bystander Behavior	Descriptive Norms	No Scale Name	Respondents evaluate how many of their peers are to intervene	N/A - Not from ARC3	(Adapted from) Rimal, R. N., & Real, K. (2005). How behaviors are influenced by perceived norms: A test of the theory of normative social behavior. *Communication Research*, 32(3), pp. 389–414.
Module 17 – Bystander Behavior	Subjective Norms	No Scale Name	Respondents say how important others perceive intervening.	N/A - Not from ARC3	(Adapted from) Rimal, R. N. (2008). Modeling the relationship between descriptive norms and behaviors: A test and extension of the theory of normative social behavior (TNSB). *Health Communication*, 23(2), pp. 103–116.
Module 17 – Bystander Behavior	Bystander Self-Efficacy	Bystander Efficacy Scale	Respondents say how confident they are to intervene in various situations	N/A - Not from ARC3	Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). *Rape Prevention through Bystander Education: Bringing a Broader Community Perspective to Sexual Violence Prevention* (Rep. No. 208101). NCJRS.
Module 18 – Campus Safety	Sense of Safety	Safety Subscale of the General Campus Climate Survey	Respondents say how safe they feel on campus	Module 17A Campus Safety – Sense of Safety	Cortina, L.M. Swan, S., Fitzgerald, L.F., Waldo, C. (1998). Sexual harassment and assault: Chilling the climate for women in academia. *Psychology of Women Quarterly*, 22(3), p. 419.
Module 18 – Campus Safety	Sense of community	A Brief Sense of Community Scale	Respondents say how much they feel like campus is a community	N/A - Not from ARC3	(Adapted from) Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36(1), pp. 61-73.

Module	Subheading in CLASE	Scale Name	What it measures	ARC-3 Module Correlation	Reference
Module 18 – Campus Safety	Perception of sexual assault, dating/domestic abuse and violence, sexual harassment and stalking as part of campus life	Rutgers Campus Climate Survey	Respondents say how prevalent sexual misconduct is on campus	Module 17B Campus Safety – Perception of sexual misconduct as part of campus life	Rutgers University. (2014). #iSPEAK: Rutgers campus climate survey. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx
Module 19 – End Survey Demographics	End Survey Demographics	It's On Us Campus Survey	Final questions about income/personal info	N/A - Not from ARC3	Johns Hopkins University. (2014). It's on us Hopkins: Sexual violence climate survey. Retrieved from: http://sexualassault.jhu.edu/_template_assets/documents/Its%20On%20Us%20Sexual%20Violence%20Climate%20Survey.pdf
Module 20 – Additional Information	Additional Information	University of Oregon Campus Climate Survey	Students say how participating in the survey made them feel	Module 19 – Additional Information	Freyd, J. (2015). The UO sexual violence survey: Assessing sexual assault, sexual harassment, perpetration, institutional betrayal, student attitudes, student health, educational engagement, and participant experience with the survey. Retrieved from http://dynamic.uoregon.edu/jjf/campus/index.html

Appendix B
Student Recruitment Email

Dear _____,

Our [**Institution**] is dedicated to fostering a caring community. Every student at [**Institution**] has a right to an education free from discrimination, and UT Austin is committed to ensuring that all students have the opportunity to fully benefit from the school's programs and activities. Sexual violence, sexual harassment, stalking, and intimate partner violence can interfere with a student's academic performance and emotional and physical well-being. Preventing and remedying these kinds of intimate and interpersonal violence at [**Institution**] is essential to providing a safe environment in which our students can learn. Your participation would benefit the university and the safety of others in our campus community.

[**You have been selected from a random sample of all students on this campus**] OR [**All students on this campus have been asked]** to give important information to [**Institution**] about your experiences since you enrolled. The overall goal of the survey is to provide [**Institution**] with important information about campus intimate and interpersonal violence prevalence and responses. Should you choose to participate, you will provide information that will help this campus learn more about student experiences and improve safety.

Your voice is extremely important, and we want you to feel comfortable in answering these questions freely and honestly. Your confidentiality is a priority, and whatever information you share on this survey cannot be identified: we cannot access your IP address or link your survey to your name, student ID, or email address.

Regardless of your participation, we want you to know about resources on your campus if an incident of intimate and interpersonal violence such as sexual assault, dating violence, sexual harassment, or stalking occurs. If you would like to talk to someone about violence you or someone else has experienced, please contact: [**Institution-specific counseling center**]

To report an incident of intimate and interpersonal violence to someone who can help on your campus, contact: [**Institutional Police Department**]. You can report an incident without filing charges. Thank you so much for your time, and we look forward to better understanding your experiences here at [**Institution**]. To participate in this survey, please click here: [Insert Unique Survey Link]

Thank you,

[**Institutional Staff Member**]

Appendix C
Consent Form

Study Number: 2015-09-0110

Consent for Participation in Research

Title: Cultivating Learning and Safe Environments (CLASE): Understanding and Measuring Intimate and Interpersonal Violence through Climate Surveys in the UT System Principal Study

Introduction

We invite you to participate in a survey about safety and climate concerning issues of intimate and interpersonal violence (sexual assault, dating violence, sexual harassment, and stalking) crimes on this campus. The purpose of this form is to help you decide whether or not to participate.

Purpose of the Study

The purpose of this survey is to understand the experiences and perspectives of students in relation to sexual assault, dating violence, sexual harassment, and stalking at [the institution]. The results of the survey will inform victim services, campus policies, and programs that promote student safety and well-being at [the institution] and across The University of Texas System.

This survey is part of a four-year research initiative to assess student experiences with intimate and interpersonal violence, and the impact of campus programming and policies among students who have and have not experienced violence.

Who is conducting the study?

The study is sponsored by The University of Texas System.

Dr. Noël Busch-Armendariz is the principal investigator. The study is being conducted by researchers associated with the Institute on Domestic Violence & Sexual Assault (IDVSA) based at the School of Social Work at UT-Austin.

Who is being invited to participate?

You have been selected from a random sample of all students on this campus. Thirty-five thousand students across 13 UT campuses will be invited to participate.

You must be 18 years or older and enrolled as a student on this campus to participate.

What questions will I be asked?

If you agree to participate in this study, you will be asked questions related to:

- Your health,
- Your academic experiences,
- Your experiences with campus services,
- Your experiences with different types of intimate and interpersonal violence.

How long will it take me to complete the survey?

We know that students are busy and your time is valuable! The survey should take students approximately 25-30 minutes to complete.

Do I have to participate?

No, your participation is voluntary and up to you. If you choose to participate, you may skip any question you are not comfortable answering and you may withdraw from the survey at any time. Withdrawal or refusing to participate will not affect your relationship with UT [**campus**] in any way.

Will I be compensated for taking the survey?

No, you will not receive compensation for taking the survey. [**campus-specific incentives**]

How will my privacy and confidentiality be protected?

The survey is anonymous. Your privacy and the confidentiality of your responses will be protected to the extent the law allows. After you complete the survey the link with your e-mail and IP address will be "scrambled" so it cannot be linked back to you.

The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with you or with your participation in any study.

What are the possible risks involved?

The risks of participating in this study are not greater than those you would experience in your everyday life. Some of the survey language is explicit because it is important that we ask the questions about behaviors and actions in this way to be clear. Some students may have an emotional reaction to completing the survey, especially those who may have experienced violence at some point in their lives. Information on how to get help if you need it appears at the top of each page and at the end of the survey. If you need to talk to someone about an experience of violence, or you need help for a friend, please contact:

The National Sexual Assault Hotline: 1-800-656-HOPE

The National Domestic Violence Hotline: 1-800-799-7233 | 1-800-787-3224 (TTY)

[**campus-specific resources for sexual assault & dating violence, or counseling services**]

What are the possible benefits?

There is no direct benefit from participating in this study. However, participation in this research is important to increase safety on your campus. Your responses will help to better understand student experiences with regards to sexual assault, dating violence, sexual harassment, and stalking crimes and inform policies and programs at UT Austin. The aggregate data will be reviewed on your campus and at the larger UT System level, and may help to inform future response to intimate and interpersonal violence on campus.

Who can I contact with questions about the study?

Prior, during, or after your participation you can contact the researcher, Dr. Noël Busch-Armendariz at 512-471-3470 or send an e-mail to nbusch@austin.utexas.edu with any questions or concerns.

This study has been reviewed and approved by The University Institutional Review Board and the study number is 2015-09-0110.

Who can I contact with questions concerning my rights as a research participant?

If you have questions about your rights as a research participant, please contact the Institutional Review Board at [the institution] office at [phone number] or [e-mail]. You can make contact anonymously if you wish or leave a message with your full name, the name of the research study that you are calling about—Cultivating Learning and Safe Environments (CLASE): Understanding and Measuring Intimate and Interpersonal Violence through Climate Surveys in the UT System Principle Study—and a phone number beginning with the area code. Someone will return your call as soon as possible.

Participation

If you agree to participate, please click the "Agree" button on this screen. You can print the consent form after you click "Agree." You will then be directed to the survey.

Click "Agree" button to consent

You have been informed about this study's purpose, procedures, possible benefits and risks, and you can print a copy of this consent form. You have been given the information to direct any questions you may have before you click "Agree," and you have been told that you can ask other questions at any time. You are voluntarily agreeing to participate in this study. By clicking "Agree" you are not waiving any of your legal rights.

Appendix D
Survey Versions

The four CLASE survey versions can be found separately from this document, at a secure University of Texas website at https://utexas.box.com/v/CLASEsurveyroutes

Full Survey Route
https://utexas.box.com/v/CLASEfullsurvey

Path 1 Classic CLASE Survey Route
https://utexas.box.com/v/CLASEclassicsurvey

Path 2 Economic CLASE Survey Route
https://utexas.box.com/v/CLASEeconsurvey

Path 3 Interactions CLASE Survey Route
https://utexas.box.com/v/CLASEinteractionsurvey

Appendix E
Establishing Prevalence:
Title IX, Texas Penal Code, and Student Judicial Services' Code of Conduct

Prevalence was calculated for victimization measures when single or multiple incidents of behavior(s) were endorsed. Title IX's "hostile environment" threshold was often met with a single incident. In some cases, multiple incidents of behaviors were needed to create a totality of circumstances to reach the hostile environment claim. That is, a student had to report more than one incident, or a combination of incidents.

A structured four-step strategy was used to estimate the prevalence and rates.

Step 1 involved engaging criminal justice experts to define which victimization survey questions met Title IX and/or Texas Penal Code violations.

Step 2 included reviewing and excluding any victimization survey questions that did not meet the legal, criminal, and policy criteria outlined in Step 1.

Step 3 included further selecting victimization survey questions that only met Title IX violations because the scope of the study is the college campus context (Title IX-related) and not criminal context (Texas Penal Code-related).

Step 4 involved examining each victimization question by frequency. For some victimization questions, a single incident was sufficient threshold to be included in the prevalence calculations. In other cases, multiple occurrences were required for the victimization question to be included in the prevalence calculation. These decisions were based on the review in Step 1.

Faculty/Staff-Perpetrated Sexual Harassment

	TX Penal Code	Student Judicial Services	Title IX
Subscale: Sexist Gender Harassment			
Treated you "differently" because of your sex	No[1]	Yes	Yes
Displayed, used, or distributed sexist or suggestive materials	Yes[1]	Yes[2]	Yes[2]
Made offensive sexist remarks	No	Yes	Yes
Put you down or was condescending to you because of your sex	No	Yes	Yes
Subscale: Crude/Sexual Harassment			
Repeatedly told sexual stories or jokes that were offensive to you	No[3]	Yes[2]	Yes[2]
Made unwelcome attempts to draw you into a discussion of sexual matters	No	Yes[2]	Yes[2]
Made offensive remarks about your appearance, body, or sexual activities	No	Yes	Yes
Made gestures or used body language of a sexual nature which embarrassed or offended you	No	Yes	Yes
Subscale: Unwanted Sexual Attention			
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	No[3]	Yes	Yes[2]
Continued to ask you for dates, drinks, dinner, etc. even though you said "No"	No[3]	Yes	Yes[2]
Touched you in a way that made you feel uncomfortable	Yes[4]	Yes	Yes
Made unwanted attempts to stroke, fondle, or kiss you	Yes[4]	Yes	Yes
Subscale: Sexual Coercion			
Made you feel like you were being bribed with a reward to engage in sexual behavior	Yes[4]	Yes	Yes
Made you feel threatened with some sort of retaliation for not being sexually cooperative	Yes[4]	Yes	Yes
Treated you badly for refusing to have sex	No	Yes	Yes
Implied better treatment if you were sexually cooperative	Yes[4]	Yes	Yes

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[1] If harassment, stalking, disclosure of intimate visual material, or electronic transmission of visual material depicting a minor.

[2] If totality of circumstances creates a hostile environment.

[3] Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.

[4] If accused should reasonably believe contact will be perceived as offensive or provocative or accused is clergy or mental health professional with client relationship with the victim

Student-Perpetrated Sexual Harassment

	TX Penal Code	Student Judicial Services	Title IX
Treated you "differently" because of your sex	No	Yes[1]	Yes[2]
Displayed, used, or distributed sexist or suggestive materials	Yes[3]	Yes[5]	Yes[6]
Made offensive sexist remarks	No	Yes[5]	Yes[6]
Put you down or was condescending to you because of your sex	No	Yes[5]	Yes[6]
Repeatedly told sexual stories or jokes that were offensive to you	No[4]	Yes[5]	Yes[6]
Made unwelcome attempts to draw you into a discussion of sexual matters	No	Yes[5]	Yes[6]
Made offensive remarks about your appearance, body, or sexual activities	No[8]	Yes[5]	Yes[6]
Made gestures or used body language of a sexual nature which embarrassed or offended you	No[8]	Yes[5]	Yes[6]
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	No	Yes[5]	Yes[6]
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook, or other electronic means	Yes[7]	Yes[5]	Yes[6]
Spread unwelcome sexual rumors about you by text, email, Facebook, or other electronic means	No[8]	Yes[5]	Yes[6]
Called you gay or lesbian in a negative way by text, email, Facebook, or other electronic means	No[8]	Yes[5]	Yes[6]

Stalking

	TX Penal Code[5]	Student Judicial Services[6]	Title IX[7]
Watched or followed you from a distance, or spied on you with a listening device, camera, or global positioning system (GPS)	Yes	Yes	Yes
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them there	Yes	Yes	Yes
Left strange or potentially threatening items for you to find	Yes	Yes	Yes
Sneaked into your home or car and did things to scare you by letting you know they had been there	Yes	Yes	Yes
Left you unwanted messages (including text or voice messages)	Yes	Yes	Yes
Made unwanted phone calls to you (including hang up calls)	Yes	Yes	Yes
Sent you unwanted emails, instant messages, or sent messages through social media apps	Yes	Yes	Yes

[1] If it adversely affects employment or education.

[2] If totality of circumstances creates a hostile environment.

[3] Unless harassment, stalking, disclosure of intimate visual material, or electronic transmission of visual material depicting a minor.

[4] Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.

[5] If behaviors are a pattern of conduct that puts victim in reasonable fear of serious injury, death, or property damage. Applies to whole column.

[6] If behaviors are part of a course of conduct that puts victim in reasonable fear or causes substantial emotional distress. Applies to whole column.

[7] If totality of circumstances creates a hostile environment. Applies to whole column.

	TX Penal Code	Student Judicial Services	Title IX[1]
Made gestures or used body language of a sexual nature which embarrassed or offended you	Yes	Yes	Yes
Left you cards, letters, flowers, or presents when they knew you didn't want them to?	Yes	Yes	Yes
Made rude or mean comments to you online	Yes	Yes	Yes
Spread rumors about you online, whether they were true or not	Yes	Yes	Yes

Dating/Domestic Abuse and Violence

	TX Penal Code	Student Judicial Services	Title IX[1]
Subscale: Cyber Abuse			
They posted embarrassing photos or other images of you online	No[2]	Yes	Yes
They sent threatening text messages to you	No[3]	Yes	Yes
They wrote nasty things about you on their profile page/timeline (on Facebook, Instagram, etc.)	No	Yes[4]	Yes
They sent you so many messages (like texts, emails, chats) that it made me feel unsafe	Yes	Yes[15]	Yes
They sent you text messages, emails, chats, etc., to have sex or engage in sexual acts with them when they knew you did not want to	Yes	Yes[15]	Yes
They spread rumors about you using a cell phone, web chat, or social networking site (Facebook, Instagram, etc.)	No	Yes[15]	Yes
They used information from your social networking site to harass you or put you down	No	Yes[15]	Yes
Subscale: Psychological Abuse			
Checked up on you by following you, invading your privacy by reading private messages or listening in on calls that were NOT done in a joking or playful manner	No[13]	Yes[15]	Yes
Threatened or intimidated you by destroying something, or threatening to harm you or others that were NOT done in a joking or playful manner	Yes	Yes	Yes
Subscale: Physical Violence			
Shoved, shook, pinched, or scratched you, or pulled your hair	Yes	Yes	Yes
Slapped you	Yes	Yes	Yes
Threw something at you that could hurt you	Yes	Yes	Yes
Bent your fingers or twisted your arm	Yes	Yes	Yes
Hit, punched, kicked, or bit you	Yes	Yes	Yes
Dragged you by your hair, threw you down stairs or out of a car, or threw you around	Yes	Yes	Yes
Beat you up	Yes	Yes	Yes
Burned you, choked you, or tried to strangle or suffocate you	Yes	Yes	Yes
Used or threatened to use a weapon against you	Yes	Yes	Yes

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[1] **If totality of circumstances creates a hostile environment. Applies to whole column.**

[2] **Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.**

[3] **Unless accused threatens imminent bodily injury to person or person's spouse.**

[4] **If it adversely affects employment or education or if part of course of conduct that would cause reasonable fear for safety or substantial emotional distress.**

Unwanted Sexual Contact

	TX Penal Code	Student Judicial Services	Title IX
Subscale: Unwanted Sexual Touching			
Someone kissed you without your consent (but did not attempt sexual penetration) by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[16]	Yes	Yes[18]
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes[18]
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes[18]
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes[18]
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes[18]
Someone fondled or rubbed up against the private areas of your body (lips, breast/chest, crotch or butt) without your consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[16]	Yes	Yes[18]
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes[18]
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes[18]
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes[18]
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes[18]
Someone removed some of your clothing without your consent (but did not attempt penetration) by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[16]	Yes	Yes[18]
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes[18]
Taking advantage of me when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes[18]
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes[18]
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes
Subscale: Rape			
Someone had oral sex with you or made you perform oral sex on them without your consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[16]	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

Someone put their penis, fingers, or other objects into your vagina without my consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[16]	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes
Someone put their penis, fingers, or other objects into your butt without my consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No[1]	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No[16]	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes[19]	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

Subscale: Attempted Rape

Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with you without your consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No	Yes[2]	Yes[3]
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No	Yes[19]	Yes[18]
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes[4]	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

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[1] If submitted due only to continued pressure, rather than use of threat of force/violence and/or if accused knew or reasonably should have known person would find act offensive/provocative.

[2] If accused engages in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

[3] If submitted due only to continued pressure, rather than use of threat of force/violence and/or if accused knew or reasonably should have known person would find act offensive/provocative.

[4] If unconscious, unaware that sexual assault is occurring, physically unable to resist, or actor intentionally administered a substance.

Appendix F

Base Sizes for Infographics

Documentation concerning the base sizes of the infographics are stored in separate documents under the following secure directory: https://utexas.box.com/v/CLASEbaserates

UT Academic Aggregate Report
https://utexas.box.com/v/academicaggcounts

UT Health Institutions Aggregate Report
https://utexas.box.com/v/healthaggcounts

UT Arlington Report
https://utexas.box.com/v/arlingtoncounts

UT Austin Report
https://utexas.box.com/v/austincounts

UT Dallas Report
https://utexas.box.com/v/dallascounts

UT El Paso Report
https://utexas.box.com/v/elpasocounts

UT Permian Basin Report
https://utexas.box.com/v/permianbasincounts

UT Rio Grande Valley Report
https://utexas.box.com/v/riograndevalleycounts

UT San Antonio Report
https://utexas.box.com/v/sanantoniocounts

UT Tyler Report
https://utexas.box.com/v/tylercounts